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ABSTRACT

Designed for use with "Tribal Sovereignty: Indian Tribes in U.S. History" (ED 195 369), the teacher's guide includes 6 learning objectives, 33 questions for discussion and writing, and 6 ideas for research projects. Discussion questions cover four topics: (1) Indian governments; (2) policy development to 1871; (3) strategy of assimilation (policy development 1871-1920); and (4) a policy for the future 1920. Additionally, 17 suggested resources and a list of other publications are included. (AH)

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TRIBAL SOVEREIGNTY:
Indian Tribes in U.S. History

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TEACHER'S GUIDE

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A Teacher's Guide to
Tribal Sovereignty: Indian Tribes in U.S. History

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About Tribal Sovereignty: Indian Tribes in U.S. History

TRIBAL SOVEREIGNTY: Indian Tribes in U.S. History presents a lively and informative discussion of a complex and important subject, neglected in standard U.S. history textbooks. The main body of the text consists of four scholarly papers, which have been edited for easier reading and which were delivered or used as background material at the 1977 symposium, Indian Tribes: Their Sovereignty and Washington State. The symposium was sponsored by United Indians of All Tribes Foundation and the Indian Teacher Education Program at the University of Washington. Illustrative materials and "highlight boxes" presenting Indian viewpoints and elaborating on key issues in the papers have been added to the text.

In reading the text, you will find brief introductions before each of the papers, outlining the major topics covered in the papers and providing a perspective from which to consider them.
Before having your students read the papers, we suggest going over in class these introductions as well as the initial introduction to the book preceding the papers.

About The Writers

Dr. Fay G. Cohen

Education--M.Ed. Harvard University 1966, Elementary Education.
Ph.D. University of Minnesota 1973, Anthropology/Law.

Positions--Consultant in anthropology, Battelle Memorial Institute, Seattle, Washington; Center for Public Representation, Madison, Wisconsin; United Indians of All Tribes Foundation; L2+A Associates, Warm Springs, Oregon 1973-1980.
University faculty and curriculum writer, University of Minnesota, University of Puget Sound, University of Washington 1968-1981.

Major Publications--"The Indian Patrol in Minneapolis: Social Control and Social Change in an Urban Context," Law and Society Review, Summer 1973. Co-editor of summer issue.
"Aboriginal and American Indian Relations With Police: A Study of the Australian and North American Experiences," The Australian Criminal Justice System, 2nd edition, 1977.
"The American Indian Movement and the Anthropologist: Issues and Implications of Consent," Ethics in Anthropology: Accounts of Problems in Fieldwork, 1976.

Dr. Mary E. Young

Education-- Ph.D. Cornell University, History.

Positions-- University faculty Ithaca College, New York 1954-1955.
University of Rochester, New York 1955-1973.
Professor University of Rochester 1973-present.

Major
Publications--"Congress Looks West: Liberal Ideology and Land Policy in the Nineteenth Century," The Frontier in American Development: Essays in Honor of Paul Wallace Gates. 1969. Co-editor of publication. Redskins, Ruffleshirts, and Rednecks: Indian Allotments in Alabama and Mississippi, Norman,1961. "Indian Removal and Land Allotment: The 'Civilized Tribes' and Jacksonian Justice," American Historical Review, 1958. Re-printed by Bobbs-Merrill and in several readers.

W. Roger Buffalohead (Ponca)

Education-- Graduate work at University of Minnesota in American History.

Positions-- Curriculum Director Minnesota Chippewa Tribal College, 1979.
Acting Director Indian Studies, University of Minnesota.
Director American Indian Cultural Center, UCLA.
Assistant Professor University of Cinncinati.

Dr. D'Arcy McNickle (Flathead) (1904-1977)

Education-- Sc.D. honorary degree. Graduate work at Oxford University 1925-1926, University of Grenoble 1931, Columbia University 1933.

Positions--Director American Indian Development program BIA, 1936-1952.
Professor of Anthropology, University of Saskatchewan 1966-1971.
Director American Indian History Project, Newberry Library 1971-1977.

Major
Publications-- They Came Here First, Lippincott, 1949.
Indian Tribes of the United States, Oxford University Press, 1962.
Indian Man: A Life Of Oliver La Farge, Indiana University Press, 1971.

Learning Objectives

The student, through answering "Questions for Discussion and Writing" supplied by this guide, will demonstrate an understanding of:

differences and similarities in traditional lifestyles and forms of rule among Indian peoples (Cohen paper)

the effect of western expansion and white settlement on Indian peoples (Cohen, Young, and Buffalohead papers)

treaty-making, and the legal and political status of tribes and reservations (Cohen, Young, Buffalohead, and McNickle papers)

the concept and policy of assimilation, including the role of boarding schools and the Dawes Allotment Act. (Young, Buffalohead, and McNickle papers)

the concept and policy of termination (McNickle paper)

the concept and policy of self-determination (McNickle paper)

Questions for Discussion and Writing

I "INDIAN GOVERNMENTS: AN ANTHROPOLOGICAL VIEW" by Dr.Fay G. Cohen

1. How did geography and climate effect the traditional lifestyles respectively of the Eskimos, the Tlingit, and the Pueblos?

2. What is consensus?

3. How did the European system of treaty-making undermine traditional forms of Indian rule?

4. List at least three additional affects that the arrival of the Europeans in North America had on Indian societies?

II "THE FORMATIVE YEARS: POLICY DEVELOPMENT TO 1871" by Dr. Mary E. Young

1. How did the federal government try to "civilize" the Indians? Do you think this was in the best interests of the Indians? Why or why not?

2. What did the court case Worcester vs. Georgia conclude?

3. What was the "Trail of Tears" and how did it come about?

4. What was Black Hawk's grievance?

5. What two important events quickened Western expansion?

6. Why did the Western tribes fight back?

7. What are reservations? Why are reservations important today?

8. Do you think that it was a good idea to do away with the treaty-making system in 1871? Do you agree with William Stewart or his opponents? (Why or why not?)

III "THE STRATEGY OF ASSIMILATION: POLICY DEVELOPMENT 1871-1920" by W. Roger Buffalohead

1. What is assimilation?

2. What is the B.I.A.? List three examples of theft and mismanagement committed by the B.I.A.?

3. How did boarding schools try to make Indians into white Americans? Do you think it is possible, as did Richard H. Pratt, to "Kill the Indian; save the man." Why or why not?

4. How did the Dawes Act weaken values of communal ownership of the land? What was its long term affect?

5. How were the assumptions of the Major Crimes Act in contradiction to the Worcester vs. Georgia decision? Do you think Congress should have passed the Major Crimes Act? Why or why not?

6. What was the Ghost Dance religion and how did it lead to the massacre at Wounded Knee?

7. Do you think Indians "foolishly resisted the march or progress," as many white Americans thought at the turn of the century? Why or why not?

IV "THE RIGHT TO CHOOSE -- A POLICY FOR THE FUTURE 1920" by Dr. D'Arcy McNickle

1. According to McNickle, what is the "false assumption" on which the Nation had based its Indian policy? What did the Meriam Report assume? Do you think these assumptions are right or wrong? Why or why not?

2. How did the Indian Reorganization Act help Indians? What did it fail to do?

3. List several of the values of the Dakota described by Ella Deloria in Speaking of Indians?

4. What is the "powwow circuit?"

5. What was the policy of termination? Do you think termination was a just policy? Why or why not?

6. Why did 150 Menominee vote to accept termination? Do you think this was a fair vote? Why or why not?

7. What is Felix Cohen referring to when he concludes, "This is a typical example of the double standard which is engendered by a sense of race superiority and an ignorance of history."

8. Why was ICAP "an outstanding program," according to McNickle?

9. What are some important characteristics of the Rough Rock School?

10. Why is it difficult for tribes to decide whether or not to develop their resources?

11. What was retained in the treaties by Indians besides land?

12. What is self-determination?

13. Why does Russel Barsh urge state and tribal governments to work together rather than to diminish each other's power and authority?

14. Why is it important for Indian people to act in "common cause," according to McNickle?

Research Projects

Research and compare traditional lifestyles of tribes from at least two of the major geographical areas, depicted on the map on page 5 of the text. Consider the way in which the tribes gathered food and how they supplied their other material necessities, their political organization, their religion, and their art.

Research the Cherokee "Trail of Tears" or the removal of another Eastern tribe.

Study one aspect of assimilation, such as boarding schools, BIA agencies on reservations, the Dawes "Allotment" Act.

Read a fictional work or an autobiography by an Indian author, and relate the life-issues of such a work to the political-historical issues covered in the text. Several suitable books by Black Hawk, Black Elk, James Welch, Scott Momaday, as well as the stories by Indian authors in The Man to Send Rain Clouds, edited by Kenneth Rosen, have been listed under Suggested Resources. Some of the books are contemporary and others were written in the 19th century.

Locate Indian newspapers in your own area and determine what issues are of current importance. Compare the point of view expressed in Indian newspapers with that expressed in non-Indian newspapers.

Make arrangements to interview Indian leaders and elders about subjects covered in this text. As some of the subjects may be painful to the person you will be interviewing, you might want to draw up a list of subjects beforehand and ask the person if there are any areas that he/she would rather not discuss or would like to discuss more than others.

Suggested Resources

Akwesasne Notes, published seasonally by the Mohawk Nation. Rooseveltown, New York.
A national Indian newspaper.

American Friends Service Committee, Uncommon Controversy: Fishing Rights of the Muckleshoot, Puyallup, and Nisqually Indians. University of Washington Press, 1970.
A discussion of the fishing controversy, written prior to the 1974"Boldt Decision."

Barsh, Russel. Understanding Indian Treaties as Law. Washington State Superintendent of Public Instruction, 1978.
Junior high-high school lesson plans, including simulation games, for teaching about Indian treaties and Indian fishing rights in the Northwest.

Black Elk. Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux, as told to John Neihardt. University of Nebraska Press, 1961.
An account of Black Elk's life from his birth in 1863,including the massacre at Wounded Knee in 1890.

Black Hawk. Life of Black Hawk. The State Historical Society of Iowa, 1932.
Seventy year old Black Hawk tells of his early battles with other tribes and ends with an account of his final flight from the U.S. Army and the massacre of his people.

Deloria, Vine Jr., Indians of the Pacific Northwest: from the coming of the white man to the present day. Doubleday, 1977.
A junior high-high school text on the Puget Sound Indians.

Deloria, Vine Jr., Custer Died for Your Sins. MacMillan, 1969.
"An Indian Manifesto."

Driver, Harold. Indians of North America. University of Chicago Press, 1969.
An encyclopedic overview, which is arranged topically, on Native American tribes.

Governor's Indian Affairs Task Force. Are you Listening Neighbor? and The People Speak Will You Listen?, First Revision, State of Washington, 1978.
The Task Force's statement on the current issues effecting urban, reservation, and landless Indians in Washington State.

Josephy, Alvin M. Jr. The Indian Heritage of North America. Bantam, 1968.
A good introduction to and bibliographic reference, which is arranged by cultural areas, on North American Indians. Also includes a brief account of the recent history of U.S. tribes.

League of Women Voters Education Fund. Indian Country. League of Women Voters, 1976.
A compilation of current issues in Indian affairs, utilizing a clear question and answer format.

McNickle, D'Arcy. Native American Tribalism. Oxford University Press, 1973.
A historical account of U.S. tribes to the present day, which emphasizes political and legal factors.

Momaday, N. Scott. House Made of Dawn. Harper & Row, 1968.
Momaday's Pulitzer prize winning novel about the Kiowa-Apache.

Niatum, Duane and Linda Rickham, The History and Culture of the Indians of Washington State: A Curriculum Guide. Washington State Superintendent of Public Instruction, 1975.
Social studies lesson plans and suggested resources on the Indians of Washington State.

Rosen, Kenneth, ed. The Man to Send Rain Clouds: Contemporary Stories by American Indians, Viking 1974.
A collection of stories by American Indian authors.

Turner, Frederick, ed. The North American Indian Reader. Viking,1974.
A collection of readings, mostly by Indians, divided into sections on myths and tales, poetry and narration, culture contact, and image and anti-image.

Welch, James. Winter in the Blood. Bantam. 1974.
A novel about a young Indian man on the Blackfoot Reservation in Montana.

Suggested Daybreak Star Press Publications

Suquamish Today
An easy-to-read account of the Suquamish on the Port Madison Reservation, which recounts their history and discusses their lives today. Issues of continuity and change are raised throughout the text.

Indians in Careers
A series of in-depth interviews with Indians in different careers, including a tribal council woman and a fisherwoman.

Our Mother Corn
An account of the Hopi, Pawnee, and Seneca cultivation of and relation to this important plant.

Survival: A History of Northwest Indian Treaty Fishing Rights.
A 20-minute slide presentation of the history of Indian fishing before the arrival of white people in the Northwest and of treaties and legal decisions culminating in the 1974 "Boldt Decision."

For more information on these and other Daybreak Star Press materials and an order form write:

Daybreak Star Press
United Indians of All Tribes Foundation
Daybreak Star Cultural-Educational Center
Discovery Park
P.O. Box 99253
Seattle, WA 98199